Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Module 4: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | | | | | | | | | | |
|  | **Domain** | | | | | | **Standards** | | | | | | | | |
| Question | Operations and Algebraic Thinking | | | Number and Operations in Base Ten | | | 2.OA.1 | 2.NBT.5 | | 2.NBT.6 | | 2.NBT.7 | | 2.NBT.8 | 2.NBT.9 |
| 1 |  | | | 1 2 3 4 | | |  |  | |  | | X | | X |  |
| 2 |  | | | 1 2 3 4 | | |  |  | | X | | X | |  | X |
| 3 |  | | | 1 2 3 4 | | |  | X | | X | |  | | X |  |
| 4 | 1 2 3 4 | | | 1 2 3 4 | | | X | X | | X | | X | |  |  |
|  | | |  | | |  |  | |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | | Number and Operations in Base Ten | | |  | |  | |  | |
| Total Points |  | | |  | | |  | |  | |  | |
| Level | 4 | 4 points | | 4 | 14-16 points | |  | |  | |  | |
| 3 | 3 points | | 3 | 10-13 points | |  | |  | |  | |
| 2 | 2 points | | 2 | 6-9 points | |  | |  | |  | |
| 1 | 1 points | | 1 | 4-5 points | |  | |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)**

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| End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| **Represent and solve problems involving addition and subtraction.**  2.OA.1Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **Use place value understanding and properties of operations to add and subtract.**  2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.  2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  2.NBT.8Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  2.NBT.9Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |